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ABSTRACT

Suggestions are offered to teachers on how to obtain outside funding when faced with a shortage of, or a need for expanding, clssroom resources. Funding sources usually available within every community are listed, such as local businesses and industries, civic clubs, family and community foundations, teacher associations, and local benevolent organizations. The format for writing a grant proposal is outlined, and several sample proposals are presented. Continuing success in acquiring mini-grants is discussed. A bibliography is included. (JD)

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FASTBACK

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Mini-Grants for Classroom Teachers

Leo McGee

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Leo McGee is assistant dean of Extended Services and professor of education at Tennessee Technological University. Before assuming his current position, he taught in the public school systems in Chicago and Columbus, Ohio, directed the student teaching program at the Ohio State University, and chaired a department at Tennessee State University.

As a doctoral student at Ohio State University, he attracted a $10,000 research grant, and during his professional career he has obtained grants totaling nearly half a million dollars to support 15 research, demonstration, and public service projects. He has chaired a proposal review panel for the U.S. Department of Health, Education and Welfare and has taught a course for teachers for a number of years on how to obtain mini-grants.

In 1981 he was selected by Phi Delta Kappa as one of 75 outstanding Young Educational Leaders in America.

Series Editor, Derek L. Burleson

Mini-Grants for Classroom Teachers

by
Leo McGee

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Introduction

Classroom teachers are always looking for additional resources to help them in their teaching, but only rarely have sufficient funds been available to permit them to have the materials and equipment they need to reach their full potential in the classroom. Furthermore, with the depressed state of school budgets today, there is little likelihood that any extra funds will be available for the resources teachers want and need to enrich their programs.

This fastback suggests an approach that teachers can employ to secure mini-grants for their own individual classrooms. Written primarily for classroom teachers, although other professionals might find it beneficial, this fastback describes an approach that is substantially different from the traditional process of grant development. It is a step-by-step process that can be understood and implemented by any teacher.

Traditionally, the grant procurement function has been the responsibility of a central office staff person with the title of grants officer, director of federal programs, research director, or Title I director. Teachers were not usually considered a part of the grant procurement team. The viewpoint espoused in this fastback is just the reverse: Teachers are at the helm of the grant procurement process. They are the ones who identify their classroom needs. They are the ones who obtain grants for classroom or school use. They are the ones who manage the grant. They are the ones who bring recognition to their school system with innovative, grant-supported projects that enhance student learning.

Sound exciting? It is. Teachers have always wanted a piece of the action. Now they can have it.

Grantsmanship and the Classroom Teacher

"I was so disappointed that my students didn't see the inauguration of President Reagan. If we only had a television that worked."

"The supplies in my shop class are so limited it's almost impossible for me to teach a good lesson. I would welcome any financial assistance."

"Our budget is so tight now that we can't go on field trips. All we need is money to pay for the gas!"

Requests for needed equipment, supplies, or modest funds such as those expressed above are common in many schools. Most teachers, at one time or another, have wished for financial assistance to help them do better what they were employed to do. However, seeking financial support from the community for classroom use is not a customary role for most teachers. Throughout their careers they have usually relied on appropriations from the central office or the PTA/PTO, or on funds raised by special projects such as students selling candy, candles, etc. Few realize that within every community there are many sources of financial assistance, albeit some more obscure than others.

Sources of Mini-Grants

People tend to think of the federal government, foundations, and corporations as the major sources of educational grants. But these are not the sources of mini-grants for classroom teachers. Sources of mini-grants are found in the local community, and they differ in size, assets,

and philosophy toward giving. The following should be considered as possible sources of mini-grants:

Local Businesses, in addition to the goods and services they provide, are often active participants in worthy community service projects. They know that good schools contribute to good business. Banks, savings and loan companies, construction companies, and distributors of school supplies are excellent sources of mini-grants.

Local Industries often compete to have the best community image. They all want to be held in high esteem and recognized as good citizens. Many are willing to share their resources in a wide range of community programs.

Civic Clubs are frequently looking for worthy community service projects. Service to the community is one of their functions. Kiwanis, Jaycees, Lions, American Legion, and many others offer their time or money to support activities within the community.

Family Foundations, established by an individual or a family, exist in many communities. Such foundations are set up for the express purpose of funding community projects.

Community Foundations obtain their assets from a variety of sources and are generally governed by a board with broad representation. They tend to be receptive to proposals from schools or other education-oriented groups in the community.

School System Central Offices often provide funds for small projects that an individual teacher or a school might undertake. Such funds may range from $25 to $500 and are frequently provided as a component of the school system's inservice program.

Teacher Associations sometimes support their membership by offering limited financial assistance to teachers for creative educational endeavors. This is not a common practice but it does happen on occasion.

Local Benevolent Organizations exist in many communities. These organizations are typically run by middle-class, civic-minded women, who contribute both strong organizational skills and fund-raising ability for worthy causes. Such organizations include the Junior League, Women's Club, Daughters of the American Revolution, League of Women Voters, and others.

State Agencies provide grants for more diversified projects than perhaps most teachers realize. State Commissions for the Humanities, supported primarily by the National Endowment for the Humanities and also by private foundations, individuals, and corporations, grant funds to public agencies and non-profit institutions for projects in the humanities. State Commissions for the Arts, supported by the National Endowment for the Arts, make grants to schools, governmental bodies, and non-profit organizations for projects in the arts. State Cooperative Extension Services, with regional offices throughout the state, support projects in agriculture and home economics. Classroom teachers involved in 4-H Club activities should investigate mini-grant opportunities from this source. Some state departments of education, through their regional consultants programs, fund teacher-initiated creative projects with mini-grants. A teacher who is seeking funding for a special project presents the proposal to the regional consultant in the form of a "request for assistance." Title IV-C is a federally supported program administered by state departments of education and was established specifically to provide small grants to support innovative classroom and/or school projects.

Steps in Mini-Grant Solicitation

The steps in mini-grant solicitation are different in many ways from those in large-grant solicitation. Soliciting large grants is much more rigorous, complex, and time-consuming. Mini-grant solicitation is usually more informal, less competitive, and less time-consuming. Since potential sources of mini-grants are mostly local, it would not be unusual for grant applicants and potential grantors to be members of the same community organizations or have mutual friends or associates. This is seldom the case in large-grant solicitation.

In mini-grant solicitation personal contact with the grantor is perhaps more important than writing a letter. This may be accomplished in a face-to-face conversation, by phone, or through a mutual friend. The formal grant proposal may not be as important as it is in large-grant solicitation. In many cases, a proposal may not even be necessary to obtain a mini-grant. Community officials who are sold on education can be a great resource to grant seekers. They not only can assist in identifying sources of funds but can facilitate the process.

Following are the steps generally considered to be important in mini-grant solicitation.

1. Identify a pressing need that could be addressed by obtaining a mini-grant. Other teachers can assist in this step.
2. Discuss ideas with building administrators to get approval and support.
3. Research the community to determine the most likely sources of funds. Seek the assistance of key community officials.
4. Make contact with prospective grantors, explain the project being considered, and make a grant request if no proposal is required. If a

proposal is required, find out about specific proposal requirements, i.e., deadline for submission, components, format, budget, etc.

5. Prepare a tailored proposal in accordance with information provided by the potential grantor in step 4. Forward the proposal to the potential grantor.

6. If the grant solicitation process is effectively executed, approval is likely. If a rejection is received, find out why and attempt to maintain a good relationship with the grantor to improve chances for future funding.

7. If a mini-grant is awarded, make sure the project receives wide publicity via radio, TV, newspaper, speaking engagements, pamphlets, brochures, reports, etc. This gives visibility to the grantor as well as to the project.

8. The grantee must carry out the project as proposed. Effective grant management is essential to maintaining the credibility of the grantee.

9. Future grant solicitation is contingent on successful implementation of the project and on the establishment of a positive relationship with current and potential grantors.

Writing the Proposal

Although a formal proposal is not always required in mini-grant solicitation as it is in solicitation for large grants, the grant solicitation process is not complete without a first-rate proposal. The proposal is the instrument that displays the grant applicant's conceptual and organizational skills. It is here that the grantee defines the need to justify the request for funds. By presenting a clear budget explanation, the grantor has a precise account of the expected expenditures.

Proposal Format

There are many different proposal formats, depending on the type of funding agency. It is important to tailor the proposal according to the wishes of the grantor. This means that it is unlikely that two proposals will ever be alike. Nevertheless, most proposals will have the following components:

Title Page. The title page should include such information as:

Title of project
Name of school
Project director's name and position
Duration of project
What is requested (funds, services, or goods)
Date of application
Principal's signature

Abstract. The abstract is a concise description of the project, which gives the prospective grantor a quick summary of the proposal.

Introduction or Background. Although grantors may have lived in the community for many years, they may not be aware of the background or uniqueness of a given school. This section gives a brief historical perspective of the school.

Statement of Need. The applicant must be able to establish that a need for a grant exists. This may be shown with statistical data available

in school records, with a brief review of research, or with statements showing how the project will improve or enhance student learning.

Objectives. This section tells the grantor precisely what the project intends to do. They should be realistic and be written in language that communicates to non-educators.

Activities and Procedures. This section explains precisely how the objectives will be accomplished, and includes a timetable for implementing each scheduled activity.

Evaluation. An evaluation determines whether or not the project has accomplished its objectives. The evaluation design should ensure that the evaluation process will begin at the outset of the project.

Budget. The budget expresses how funds, goods, or services will be used. If an item appears in the budget that might require special justification, write a brief explanation explaining the request.

Appendix. Important items that do not logically fit within the body of the proposal should be placed in the appendix. Items that might go in the appendix include:

Letters of endorsement
List of project board members or advisory committee
Resume of project director and others participating in the project.

Sample Mini-Grant Proposals

Following are three actual examples of mini-grant proposals. All were prepared by classroom teachers and all were funded.

Proposal 1: LET (Learning Experiences with Television)

Title Page

Submitted to: Smith County Clubs, Businesses, and Civic Groups
Proposed Project: LET (Learning Experiences with Television)
Date of Project: From: March 15, 1981 To: Continuous
Amount Requested: $675.00
Submitted by: Carthage Elementary School
Skyline Drive
Carthage, TN 37030

Date Submitted: March 2, 1981
Fiscal Agent: John R. Gore
Carthage Elementary School
Skyline Drive
Carthage, TN 37030

Endorsements:

Project Directors:
_____ Susan Gore
Teacher, grade 5
_____ Jane Cassetty
Teacher, grade 2
_____ Phyllis Eckel
Teacher, grade 4
_____ John Gore
Teacher, grade 6

Approving Institutional Official: _____ Robby Richardson
Principal

(L-R) Phyllis Eckel, John Gore, Susan Gore, and Jane Cassetty, teachers at Carthage Elementary School, obtained a mini-grant from community organizations to purchase a new videotape recorder for the school.

Abstract: Learning Experiences with Television (LET) is planned to provide Carthage Elementary School teachers access to network television programs. This, in turn, will lead to the development of a tape library at Carthage Elementary School. Programs will be taped, catalogued, and made available to teachers throughout the county. Periodically, inservice sessions will be planned to acquaint Smith County teachers with the use of the video recorder and the tape library.

Introduction: This is a proposal from the Carthage Elementary School to provide Learning Experiences with Television (LET) to elementary students in grades K-6 in the town of Carthage.

Needs Assessment: Research indicates that children are spending an increasing amount of time watching television. Taking this into consideration, the purpose of project LET is to develop a medium through which students can be reached more effectively. Many times there are educational programs that would greatly enhance a teacher's lesson plans if the programs were coordinated with the lesson and viewed at the appropriate time. Project LET will enable teachers to record educational material and/or historical events to be used at the most effective time.

Background: Recent test scores show an overall 5% increase in basic skills from last year, indicating that Smith County is constantly upgrading its curriculum. Project LET, being a pilot program, will provide further improvement.

Evaluation: Learning Experiences with Television (LET) will be evaluated by means of a check-out sheet to be completed by each teacher who uses the recorder. This instrument can be used to determine the frequency of usage, the grade level of the students viewing the programs, and the subject matter involved. Also, a questionnaire will be administered to the inservice participants at the completion of the Project LET workshop to determine the receptivity to the project. (See Appendix for inservice evaluation questionnaire.)

Direct Costs	*Request from Grantor*	*Institutional Contribution*
I. Equipment		
Videotape recorder	$ 675.00	
Tapes: 6 @ $13.84		
2-4-6 hour tapes		$ 83.04
Television set		550.00
II. Other Direct Costs		
Duplicating: 200 pages @ $.05/page		10.00
Total Direct Costs (I, II)	$ 675.00	$643.04
Institutional share	643.04	
Project Total	$1,318.04	
Percentage contributed by institution	48.79%	

Appendix:

I. *Inservice Evaluation Questionnaire*

1. Do you use TV programs as a part of your lesson plans? _____
2. Have you ever used a videotape recorder? _____
3. Have you ever used taped programs as part of your lesson? _____
4. How do you plan to incorporate project LET in your classroom?
5. Comments/Suggestions:

II. *Support letters from school principal and county supervisor of instruction*

III. *Resumes of project staff*

Project LET: Objectives, Methods, Procedures

Key: P (Planning), I (Implementation), E (Evaluation)

Objective and/or Activities	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Etc.
I. To provide a video recorder whereby teachers at Carthage Elementary School can tape educational programs to be shown at the time most appropriate to their lesson plans.									
A. Obtain bids	I/E								
B. Purchase of recorder		I							
C. Establish check-out procedure		P/I							
D. Inservice for Carthage Elementary School		P	I/E						

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II. Develop a tape library at Carthage Elementary School									
A. Taping of programs		I	I	I	I	I	I	I	
B. Printed catalog of tapes with a synopsis of each.		P	P	P	P	I			
C. Establish a systemwide check-out procedure					P	I/E	E	E	
III. Provide inservice for Smith County teachers to acquaint them with the use of the tape library									
A. Systemwide inservice					P	I/E			
B. Operation of tape library						I	E	E	

Proposal 2: National Education Week Public Relations

Title Page

Submitted to: First National Bank
East Main St.
Livingston, TN 38570
Proposed Project: National Education Week Public Relations
Date of Project: From 14 November 1980 to 5 December 1980
Amount Requested: $100.00
Submitted by: Ann Stover, Teacher
Livingston Academy
Project Site: First National Bank Billboard
Highway 42
Livingston, TN 38570
Date Submitted: 25 September 1980

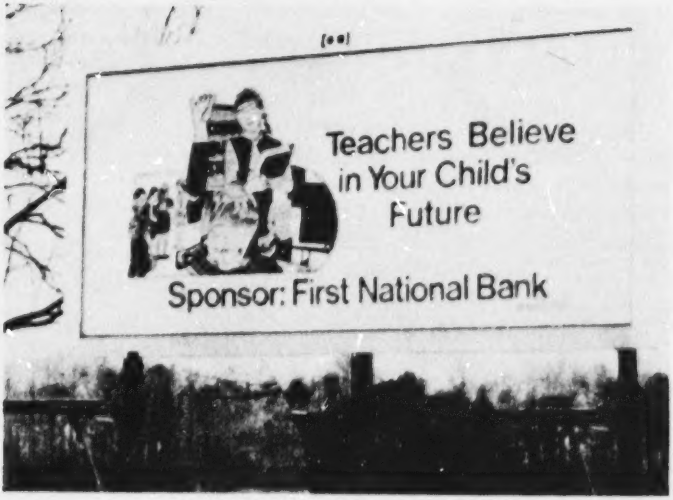
Abstract: National Education Week, November 16 through 22, is a nationwide effort to recognize and promote education. The importance of education must be stressed at all levels of a school system. This includes teachers, students, parents, businesses, and the community as a whole.

In Overton County, the media is essential in the promotion of National Education Week. Three media methods are available: 1) radio, 2) newspapers, and 3) highway billboard.

The use of local media will inform and enlist interest in the county schools. This interest in the county schools will initiate involvement, in particular by parents. As a result, the community will be more aware of what the school system does to educate children. Also, the community will better understand the educational needs, material and financial, in Overton County.

Introduction: National Education Week is an annual proclamation signed by the President of the United States. National Education Week occurs during the fall, usually in November, of each school year.

Overton County has always participated in this national effort to recognize and promote education. The elementary schools have had the greatest response from parents and the local com-



In observance of National Education Week, First National Bank of Livingston, Tennessee, sponsored a billboard reminding everyone to visit schools, talk with the teachers, and learn more about education in Livingston. This $100 project was initiated by Ann Stover, teacher at Livingston Academy.

munities. The main event during this week is a school open house exhibiting student work and achievements.

The Overton County school system includes nine elementary schools and two secondary schools. The elementary schools are distributed among the nine smaller communities within the county. This allows for greater community involvement by parents. The two secondary schools consolidate the nine county divisions into Livingston Academy and Rickman High School. Because of consolidation, there is less community involvement.

The goal of the school system is to improve the interest, understanding, and involvement by parents and community in the entire education process. This includes both elementary (K through 8) and secondary schools (9 through 12). As a result, the school system will improve its public relations and expand its communication lines with the public.

Needs Statement: The participation by parents in school open house, in parent-teacher conferences, and the understanding by parents of school finances is extremely low. The overall school-community relations must be examined and improved.

During the spring of 1979, a countywide survey of teachers by the supervisor of instruction indicated the ten greatest concerns of teachers. These ten concerns were the focus of part of the 1980 Teacher Pre-School Conference held at Livingston Academy on August 14-15, 1980. Among these ten, teachers included school-community relations as a major problem in the county.

Objectives: The project will improve school-community relations by enlisting the participation and interest of parents and community. The specific objectives are:

1. To increase the number of parents attending school open houses in the county by 30% at each school.
2. To increase the number of parent-teacher conferences during the school year by 50%.
3. To improve the attendance at school activities by the community (other than athletic events) by 25%.
4. To enlist the help of parents and citizens as volunteer teacher aides.
5. To involve business groups in schools by having them participate in at least one school event (field trips, as speakers, career education, etc.).

Project Activities: The project involves four means of promoting National Education Week and improving school-community public relations:

1. Highway billboard — use of Highway 42 billboard sponsored by First National Bank, November 15 through December 5, 1980. The billboard carries the message: "Teachers Believe In Your Child's Future."
2. WLIV radio promotion — three 30-second spots played periodically from November 10 through November 22. (see Appendix I).
3. Newspaper announcements — promotion of school open

houses and other school activities in the *Overton County News* and *Livingston Enterprise*.

4. Overton County Ministerial Association — designate November 16, 1980, as National Education Week Sunday. Each county minister will design his sermon around the theme: "Education and Human Values."

Evaluation: The program will be evaluated by the number of participants for each objective at each school in the county.

1. Each teacher will keep a record of parent visitations during the open house.
2. Each teacher will keep a record of the number of parent-teacher conferences.
3. Each school principal will keep a record of attendance by the community to school events.
4. Each school will keep a record of any citizen who volunteers as a teacher aide.
5. Each teacher or department will schedule a business group as part of the instructional program.
6. A survey of county teachers will be used to evaluate the impact of this program (see Appendix II).

Project Management: The management of the project will be done primarily by the businesses or groups involved. The billboard is rented annually by First National Bank, which will supervise the printing and re-papering of its billboard on Highway 42 for the three weeks involved.

WLIV will manage the recording and playing of the spot announcements from November 10 through 22, 1980.

The *Livingston Enterprise* and *Overton County News* will print any news item prepared by the individual schools concerning school activities.

The Rev. Jess Bradshaw, a member of the Overton County Ministerial Association, will present at the November meeting the idea of National Education Sunday. Each minister will preach on the theme "Education and Human Values" in his individual sermon on November 16, 1980.

Budget:

Design and printing of billboard paper	$100.00
WLIV Radio Station	—
Newspaper announcements	—
Total	$100.00

Appendix I: Station WLIV Public Service Announcements

1. Today, this country depends on resources that are of great value like oil, gold, and gasoline. But did you know that this country's greatest resource is its children? And just as important is their education and future. November 16th through the 22nd has been designated as National Education Week. This would be a great time to visit your child's school — talk to his teacher and principal. Find out what education in Overton County is really all about. You'll be so glad you did. Thank you.

2. Did you know that former students of Overton County schools have become doctors, nurses, lawyers, police officers, teachers, state legislators, farmers, ministers, and space engineers? The learning of a profession does not begin in college; it begins in our neighborhood schools. November 16 through 22 is National Education Week — a great time to visit your neighborhood school and find out what your child can become. Thank you.

3. There are many reasons for a good education. For example:

   Without a diploma many employment doors are closed.

   Education is a chance to grow mentally, socially, and physically.

   It is a time to learn about art, music, and literature.

Education provides an opportunity to meet and keep friends, to learn to work within a group, and to learn to communicate with a clerk or a corporation president.

There are many more reasons for a good education. Think about it, visit our local schools, and think about education in Overton County during National Education Week, November 16 through 22. Thank you.

Appendix II: National Education Week Evaluation Survey

Circle the appropriate answer.

1. Did you see the billboard on Highway 42 promoting teachers?
   YES NO
2. Did you hear the radio spots promoting National Education Week on WLIV?
   YES NO
3. Do you feel such promotions are worthwhile?
   YES NO UNDECIDED
4. Do you feel that newspapers adequately promote school activities?
   YES NO UNDECIDED
5. Did you perceive an improvement in open house attendance during November 17 through 22?
   YES NO
6. Do you think school-community relations should be a year-round process?
   YES NO UNDECIDED
7. Do you think school-community relations have been improving as a result of this promotion?
   YES NO UNDECIDED
8. List below any additional suggestions for improving school-community relations.

Proposal 3: Hydroponic Gardening: A Second Choice

Title Page

Submitted to: Community Gardens
Oneida, Tennessee 37841
Submitted by: Burchfield Elementary School
Route 3
Oneida, Tennessee 37841
Proposed Project: Hydroponic Gardening: A Second Choice
Project Director: Mrs. Janet L. Buhaly, Teacher
Kindergarten and First Grade
Duration of Project: 1 March 1983 to 25 May 1983
Amount Requested: $69.40
Date Submitted: 16 February 1983
Approving Institutional Official: John E. Watson, Principal

Abstract: Hydroponic Gardening: A Second Choice has four objectives:

1. To provide kindergarten and first-grade students with general plant science and biological information.
2. To teach these students that there need not be a large plot of ground to raise fresh vegetables.
3. To impart an understanding of the nutritional values of fresh vegetables for human consumption.
4. To provide the students with hands-on experience in hydroponic gardening.

Introduction: Burchfield Elementary School was built in 1948. The original school had four classrooms and was designed for grades K-6. In the early 1960s an addition was built that housed six more classrooms and an updated cafeteria. The building currently contains ten classrooms, an office, library, and cafeteria, with an outside gym that was erected in the 1970s. There are currently 210 students, two cooks, one secretary, four aides, one janitor, and 10 teachers for a total of 228 people.

Statement of Need: In order to create a lasting impression on children about plant science, biology, and a futuristic method of food production, a primary teacher must provide an experience that involves the children and allows them to see the fruits of their labors. In a small rural school where funds are in limited supply, students rarely have an opportunity for a creative, hands-on project. Therefore, we are seeking funds to purchase materials, seeds, and the services of several individuals within the community to develop such a project.

Methods and Procedures:

1. During the course of the project, students will acquire general plant science and biological information through the following methods:
   A. Using a piece of celery and colored water, we shall demonstrate to the children the manner in which a plant takes nutrients from the soil and distributes them throughout the plant.
   B. By placing beans between the walls of glass jars or between the glass jars and pieces of paper bags, the children will be able to observe the process of germination. As the seeds send out their sprouts and develop their root systems, the children will actually be able to see the germination process.
   C. The children will plant seeds of each variety of vegetable in potting soil in small pots or cups and let them become seedlings to be used in the hydroponic garden.
2. Students will participate in a discussion of the growing of vegetables in city and country and will come to understand why people want to grow their own fresh vegetables.
3. The children will speculate on the meaning of the word "hydroponic" and, through their speculations and discussion of the word, will come to understand the meaning of the word "hydroponic."
4. After seeing the film, *Hydroponics: Gardens of the Present*

and Future, the students will be able to suggest ways their own class might build a hydroponic garden.

5. With the assistance of county agent Robert Mehlhorn, the students will choose an appropriate spot in the classroom, set up the garden boxes, and fill them with growing media.

6. Dividing the boxes in half, the children will plant seeds in one half and seedlings in the other half and measure and compare the growth of the plants.

7. After the plants have matured and are ready to eat, the children will be able to explain their gardening methods and discuss nutritional values of the vegetables with "Miss Spiffy." (Miss Spiffy comes to our classroom once each month to teach nutrition and table manners to children in grades K-3.)

8. After plants are mature and ready to eat (approximately 45 days), the children, with the help of our cooks, will make a fresh salad and eat it.

9. At the end of the project, the students will understand, and use in classroom conversation, the following terms:

hydroponic gardening	fertilizer
seeds	nutrients
germination	vitamins
seedlings	root systems

Evaluation: This project will be evaluated primarily by observation of the children. The behaviors to be watched for are as follows:

1. Excitement and involvement of students throughout the project.
2. Class participation in discussion.
3. Success of germination and growth due to the children's care and concern.
4. Willingness of the children to eat the "fruits" of their labor.
5. The children's use of the terms associated with hydroponic gardening, plant science, and nutrition as listed in the procedures and methods section of this proposal.

Budget:

Direct Costs	*Request from Grantor*	*Time & Labor Donated*
I. Box-Garden Materials:		
Marine finish plywood, 2 sheets	$24.00	
2 × 4 Studs, 4	4.40	
Plant food & fertilizer	10.00	
II. Seeds:		
One package radish seeds	.50	
One package leaf lettuce seeds	.50	
One gallon of onion sets	2.00	
III. Donations:		
Sawdust to fill box-garden	0.00	
Lecture time by extension agent (2 hrs. @ $8.00 per hour)		$16.00
Labor to build box-garden (2 hrs. @ $6.00 per hour)		12.00
Monies donated by grantor	$41.40	$28.00
Value of donated time and labor	$28.00	
Total cost of project	$69.40	

Appendix: Letters of endorsement from the principal and county extension agent.

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Continued Success in Acquiring Mini-Grants

Once having been successful in securing a mini-grant, the question arises: Now that I have obtained a grant, how do I continue to obtain needed resources for classroom use? There are three factors essential to continued grant success:

1. Effective grant management
2. Appropriate recognition of grantor
3. Creating a halo that spells dedication

Effective grant management is perhaps the most important ingredient for continued grant success. Grant funds should be expended *only* on items for which they were intended. Maintaining a good financial recordkeeping system is a must. The building principal should be consulted regarding a financial accounting system. Grantors should make all checks payable to the school — not the teacher. Grantors should be kept informed of the progress of the project. This keeps the communication line open for future funding.

Organizations that award grants to schools may not ask for, or even expect, recognition for their benevolent gesture. Nevertheless, recognition is extremely important when it comes to maintaining a good relationship with grantors. It is safe to say that all businesses, industries, and other organizations in the community want to be perceived as good citizens. Being recognized as a generous and frequent contributor to worthy educational causes is one of the most effective means to accomplish this.

Those teachers who are energetic and conscientious in their jobs and are involved in community affairs are likely to make a greater impression on grantors than others. It tends to create a halo that spells dedication — a most desirable quality from the viewpoint of grantors.

Conclusion

Rumor has it that the pool of external funds for education no longer exists. That is just not the case. Funds may not be as bountiful as they were in the 1960s, but plenty are still available. Now what is needed are persons who are skilled in the process of grant procurement.

The task of writing grant proposals need not be totally reserved for the school system's grants officer. During this period of financial exigency, it would serve the schools well if teachers were also skilled in the process of grant writing. They not only can be a resource to the grants officer but can actively engage in grant procurement themselves.

The intent of this fastback has been to show teachers with creative ideas how to obtain outside funding when faced with a shortage of classroom resources. The mini-grant approach can work for many teachers. There is money out there. Go for it!

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